



Application

124105 - Teacher Leadership and Compensation (TLC) System FY 17 NEW!

137661 - Teacher Leadership and Compensation Grant

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 10/12/2015 1:40 PM

Primary Contact

AnA User Id

DEAN.SCHNOES@IOWAID

First Name*

Dean

Jay

Schoes

First Name

Middle Name

Last Name

Title:

Superintendent

Email:

dschoes@exira-ehk.k12.ia.us

Address:

105 East School Street

City*

Exira

Iowa

51531

City

State/Province

Postal Code/Zip

Phone:*

712-268-5555

Phone

Ext.

Program Area of Interest

Carl D. Perkins Career and Technical Education Act of 2006
(P.L. 109-270)

Fax:

712-268-2314

Agency

Administrative Services, Iowa Department of

Organization Information

Organization Name:

Exira-Elk Horn-Kimballton Community School District

Organization Type:

K-12 Education

DUNS:

Organization Website: http://exira-ehk.k12.ia.us
Address: 4114 Madison St

Elk Horn Iowa 51531
City State/Province Postal Code/Zip
Phone: 712-764-4616
Ext.
Fax: 712-764-4626
Benefactor
Vendor Number

Cover Sheet-General Information

Authorized Official

Name Dean J Schnoes
Title Superintendent
Organization Exira-Elk Horn-Kimballton CSD

If you are an individual, please provide your First and Last Name.

Address 4114 Madison Street

City/State/Zip* Elk Horn Iowa 51531
City State Zip

Telephone Number 712-764-4616

E-Mail dschnoes@exira-ehk.k12.ia.us

Fiscal Officer/Agent

Please enter the "Fiscal Officer" for your Organization.

If you are an individual, please provide your First and Last Name.

Name Marie Larson
Title Business Manager
Organization Exira-Elk Horn-Kimballton CSD

Address 4114 Madison Street

City/State/Zip Elk Horn Iowa 51531
City State Zip

Telephone Number 712-764-4616

E-Mail	dschnoes@exira-ehk.k12.ia.us
County(ies) Participating, Involved, or Affected by this Proposal	Shelby County
Congressional District(s) Involved or Affected by this Proposal	4th - Rep Steve King (R)
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	6
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	18
<i>District Map</i>	

Minority Impact Statement

Question # 1

1. The proposed grant programs or policies could have a disproportionate or unique **POSITIVE IMPACT** on minority persons. **Not Applicable**

If YES, describe the positive impact expected from this project

Indicate the group(s) positively impacted.

Question # 2

2. The proposed grant project programs or policies could have a disproportionate or unique **NEGATIVE IMPACT** on minority persons. **Not Applicable**

If YES, describe the negative impact expected from this project. **J**

If YES, present the rationale for the existence of the proposed program or policy. **J**

If YES, provide evidence of consultation with representatives of the minority groups impacted. **J**

Indicate the group(s) negatively impacted.

Question # 3

3. The proposed grant project programs or policies are **NOT EXPECTED TO HAVE A DISPROPORTIONATE OR UNIQUE IMPACT** on minority persons. **Not Applicable**

If YES, present the rationale for determining no impact.

Certification

I hereby certify that the information on this form is complete and accurate, to the best of my knowledge. **Yes**

Name of Person Submitting Certification. **Dean J Schnoes**

Title of Person Submitting Certification **IOWA**

Recipient Information

District	Exira-Elk Horn-Kimballton Community School District
<i>Use the drop-down menu to select the district name.</i>	
County-District Number	05-2151
<i>This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.</i>	
Honorific	Mr.
Name of Superintendent	Dean J Schnoes
Telephone Number	712-764-4616
E-mail Address	dschnoes@exira-ehk.k12.ia.us
Street Address	4114 Madison Street
City	Elk Horn
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	51531

TLC Application Contact

Honorific	Mr.
Name of TLC Contact	Dean J Schnoes
Telephone Number	712-764-4616
E-mail Address	dschnoes@exira-ehk.k12.ia.us
Street Address	4114 Madison Street
City	Elk Horn
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	51531

Demographic Profile

October 2014 Certified Enrollment	414
October 2014 Free/ Reduced Lunch %	41
AEA Number	11

Please select the TLC model number that most closely resembles your district plan.

TLC Model Number	Model 3 Comparable Plan
------------------	-------------------------

Narrative

Abstract/Executive Summary - Please provide a brief overview of the school district's proposed TLC plan. This summary should highlight your vision and goals and describe how the primary components of the plan connect to one another. (5,000 characters maximum)

The Exira-Elk Horn-Kimballton Community School District is located in Southwest Iowa. On July 1, 2014, Exira and Elk Horn-Kimballton reorganized to become a new district in Iowa. Part of the school district is located in Exira (Pre-K, K, 4-8) and Elk Horn-Kimballton (Pre-K, K, 9-12) serving over 400 students. The district has created a Teacher Quality Committee and District Leadership Team model, which create differentiated roles to support the district's vision to improve instruction and student learning: The Exira-Elk Horn-Kimballton Community School District in partnership with all stakeholders will serve a vital role in preparing responsible, respectful, and productive citizens for living in the 21st century.

Attaining the TLC will support the district's culture of learning and collaboration, a system that builds upon teacher strengths and improving student performance.

TLC Vision: The Exira-Elk Horn-Kimballton Community School District's vision is to increase student achievement by utilizing research based instructional strategies, MTSS, PBIS, and use of technology along with collaboration among educational leadership that supports our community, businesses, and school of learners through the Teacher Leadership and Compensation grant.

TLC Goals:

1. Attract, develop, and retain educators in maintaining Exira-Elk Horn-Kimballton's high level of expectation for quality education.
2. Enhance Exira-Elk Horn-Kimballton's professional learning and leadership opportunities for teachers to ensure that at minimum 25% of Exira-Elk Horn-Kimballton teaching staff are in teacher leadership roles.
3. Increase learning opportunities for teachers utilizing curriculum, collaborative professional development, District Leadership Team, and Mentors -- providing time and resources for educators to align instruction to district goals.
4. Increase student achievement by strengthening instruction in each classroom to ensure progress towards meeting district, building and grade level student achievement goals.
 - 1) Ensure all educators are earning a minimum salary of \$33,500. (Currently meet this goal.)
 - 2) Create multiple opportunities for collaboration, mentoring, and observing instructional practices
 - 3) Differentiated teacher leadership roles for 25% of the staff
 - 4) Develop a rigorous selection process for leadership roles
 - 5) Align professional development to the district's initiatives

Multiple teacher leader roles created in the TLC places eleven teachers into a leadership roll making up 25% of the district's educators. These positions will allow Exira-Elk Horn-Kimballton to utilize a District Leadership Team (7 staff members) and Mentors (4 staff members). District Leadership Team will be responsible for ensuring that TLC goals are implemented. Mentors will work closely with new teachers to offer a smooth transition into the Exira-Elk Horn-Kimballton Community School District.

The Exira-Elk Horn-Kimballton Community School District TLC Committee has designed a rigorous selection process for teacher leadership roles that matches the hiring process already in place. To ensure success with the teacher-leadership work, the TLC Selection Committee will conduct interviews, review pertinent application materials, and recommend hires to the superintendent. TLC Committee will conduct a program evaluation, providing evidence of successful leadership.

Traditionally, the District Leadership Team and Teacher Quality Teams have held the responsibility for planning and selecting professional development (PD) content, analyzing data pertinent to planning and implementation, and overseeing the delivery of PD. The Iowa Professional Development Model is the structure for how and why PD is developed in the district, with multiple data points collected and analyzed to guide the PD decisions. The new TLC personnel will continue the strong PD systems already in place, gaining leadership experience while providing for district/building professional development.

The demographics of the district have changed due to the reorganization of the two districts on July 1, 2014. The number of students receiving free/reduced lunch (FRL) has increased significantly over the past 5 years. We have a percent total of 43% on free and reduced.

By receiving the TLC grant, Exira-Elk Horn-Kimballton Community School District will have the ability to increase the allocation of time, resources, PD, and stipends to ensure that all students are learning at high levels.

Please select the TLC model number that most closely resembles your district plan.

Narrative

Using Part 1 application narrative from previous application? **No**

Part 1 - Describe the planning process used by the district to develop your TLC plan. (5,000 characters maximum)

Please include the following information in your narrative:

- a) A description of how the planning grant, if available, and the planning time was used to develop a high-quality plan.
- b) A description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan.
- c) A description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents who are not a member of another stakeholder group).

a) It is the intention of the Exira-Elk Horn-Kimballton School District to develop a committee of representatives, much like our SIAC committee, from Staff, Administration, Community members, and parents to set dates and times for meetings. This committee will then develop a plan by gathering information from other stakeholders who have already started with this grant, and/or research articles that will help guide us according to the guidelines set forward by the grant. We feel it is best to do this during school time when staff members are present and/or after school when we can have representation from all groups. We would like to pay substitutes during the day and compensation for teachers if we meet after hours.

b) Staff members were informed of TLC in the Fall of 2013. It was suggested to work on the TLC grant after our district was consolidated, which ended up being the third year of the grant's availability. In the Spring of 2015, a planning committee was formed to begin working on the TLC grant. A timeline was established to allow the committee to fully explore all TLC models, include all stakeholders (Teachers, Administrators, and Parents as well as School Board members being kept informed), and submit a quality grant. The last few months were used to create a model that would best meet the needs of the Exira-Elk Horn-Kimballton Community School District.

Since then, the TLC planning committee composed of nine teachers and three administrators have met a total of 15 times for 248.5 collective hours. After each meeting, a parent group and school board members were informed of the groups progress and asked to provide feedback on the Teacher Leadership Plan.

A committee of stakeholders was formed to begin the process:

- Teachers who represent elementary, middle school and high school
- District and building level administrators
- School Board Members
- Parents/community members

Based on the information that was shared with all of the stakeholder groups, enough evidence was given to support the district in pursuing the TLC grant. The TLC Committee met to determine vision and goals, design the TLC roles and duties, and complete the grant proposal. The team also collaborated on revising grant drafts in order to compose the final draft. The planning dollars were used to support this work by paying a minimum of \$1,000 per member for time before, after, and during school time. The goal was to create a quality grant application that meets the needs of the Exira-Elk Horn-Kimballton Community School District.

c) Educators

Engagement/Contribution:

Exira-Elk Horn-Kimballton K-12 staff are represented on the TLC Committee giving voice to educator concerns, questions, and comments related to the TLC grant and more specifically to the proposed roles, duties, responsibilities, and potential impact on employment. Administration presented the basic TLC information to staff during professional development, meetings before or after school, and addressed the staff again when the interest survey was given. During the development process, questions resulting from educator surveys were addressed by the TLC representatives and relayed to the staff. The total district staff has invested over 100 hours in meetings, taking surveys, and discussing the TLC grant.

Support:

Staff surveys indicated a majority support moving forward with the TLC grant process as well as a majority interest in one of the TLC positions.

Administration and School Board

Engagement/Contribution:

The administrative team has met on an ongoing basis since Fall 2013, to collaborate on the possibilities the TLC award would bring to the Exira-Elk Horn-Kimballton Community School District. Since June 2014, administrators have researched the information dealing with TLC, gaining insight into the process of writing and applying for the Teacher Leadership and Compensation grant. The administration then held conversations with staff during PD days on the developing the TLC model, assisted the TLC Committee, and have a fully engaged TLC planning process.

The Superintendent presented information about the TLC to the School Board on the formation of the TLC Committee. The Board was been kept informed on the TLC Grant application progress.

Support:

The TLC Committee has both School Board and administrative support. All Administration and School Board

members support the TLC proposal.

Parents and Community

Engagement/Contribution:

Twenty-four parents and community members serve on the TLC Committee and are part of the decision-making group to design, write, and approve the grant application. In addition, they will continue to be informed and give feedback during the TLC implementation process.

Support:

Parent representatives on the TLC Committee all support the writing and submission of the TLC proposal.

Narrative

Using Part 2 application narrative from previous submission? **No**

Part 2 - Describe the vision and goals your school district hopes to achieve through the implementation of the TLC plan. In your description, please explain the local context (including relevant student achievement data and existing goals) and how the plan will be tailored to that context while also working toward the statewide goals of the system. (5,000 characters maximum)

State Goals:

- attract able/promising new teachers;
- retain effective teachers;
- promote collaboration among teachers;
- reward professional growth and effective teaching; and
- improve student achievement.

Our district's TLC vision clearly resonates with the commission's vision: increase student learning by providing each teacher with the support & tools to maximize effectiveness and encourage professional growth throughout the teacher's career.

Goal #1 Exira-Elk Horn-Kimballton TLC (Aligned with State TLC System Goal #1 &2): Attract, develop, and retain educators, maintaining Exira-Elk Horn-Kimballton's high level of expectation for quality education.

District Criteria:

- Ensure all educators are earning a minimum salary of \$33,500
- High quality mentoring program to support new teachers
- Fill leadership positions with high quality educators
- Offer professional development opportunities based on both teacher and student needs.
- Provide an environment in which teachers collaborate routinely to enhance student achievement

District goal: We will strive to have 100% of vacancies filled by highly qualified teachers and 100% of beginning teachers successfully complete the requirements for gaining a Standard License.

Evaluation of goal:

- Analysis of retention rate over five years
- Teacher Evaluation & Licensure Process
- Iowa Teaching Standards Self-Assessment (pre/post) – trends over time

Goal #2 Exira-Elk Horn-Kimballton TLC (Aligned with State TLC System #4): To enhance Exira-Elk Horn-Kimballton's professional learning and leadership opportunities for teachers to ensure that 25% of Exira-Elk Horn-Kimballton's teaching staff are in teacher leadership roles.

District Criteria:

- Provide complementary supports to ensure high quality instruction in every classroom
- Align professional development with district initiatives, student achievement data, and research-based instructional strategies to build a team of knowledgeable & skilled professionals

District Goal: Include at least 25% of teachers in TLC leadership roles leading to the fulfillment of individual and collective goals.

Evaluation of goal:

- Review annually the positions filled and retained
- Analysis of collaboration team logs
- Evaluate Individual Career Development Plans

Goal #3 Exira-Elk Horn-Kimballton TLC (Aligned with State TLC System #3): Develop a system of collaboration and related supports that empowers teachers to learn/innovate together as they work to achieve individual and collective goals.

District Criteria

- Teachers will meet in teams to examine data, collaborate, participate in professional development and receive support from District Leadership and Mentors
- District Leadership Team, Professional Development Coordinator and Mentors will collaborate and network with others, both in and out of district
- Educators will ensure each student learns by creating a culture of collaboration focused on student achievement

District goal: Beginning in August 2016, Professional Development Coordinator will implement a PD plan that uses our current study team collaborative model to engage 100% of the faculty in collaborative learning opportunities. Each study team will have a leader who is a member of the District Leadership Team.

Evaluation of goal:

- Analysis of Individual PD Plans
- Review of Study Team logs

Goal #4 Exira-Elk Horn-Kimballton TLC (Aligned with State TLC System #5): Increase student achievement by strengthening instruction in each classroom to ensure progress towards meeting district, building and grade level student achievement goals. This could be done with the inclusion of demonstration lessons in all content areas, more project based learning in and across content areas. Professional Development in the area of instruction and

instructional strategies to enhance lessons and student engagement.

District Criteria:

- Implement TLC structures to coach and support teachers with the implementation of instructional strategies, technology integration, Multi-Tiered System of Support, Positive Behavioral Interventions and Supports, Iowa Core Standards and criteria, curriculum alignment through PlanbookEdu, and academic intervention
- Provide high quality instruction, focusing on increased student achievement

District Goals: Increase the percentage of students highly proficient in reading, math, and science while simultaneously decreasing the number of students who are not proficient in those areas as measured by Iowa Assessments. Decrease the gap that exists between the reading, math, & science achievement of students with IEPs & those without IEPs as measured by Iowa Assessments.

Evaluation of goal:

- Comparison of gains in student achievement (IA Assessments) before the TLC plan and each year following

Using Part 3 application narrative from previous submission? **No**

Part 3 - Describe how the TLC plan will connect to, support and strengthen the districts key school improvement structures, processes, and initiatives such as MTSS, Early Literacy Initiative (ELI), and/or Iowa Core implementation. (5,000 characters maximum)

The proposed TLC plan is aligned with the following school improvement initiatives: Positive Behavioral Interventions and Supports, Technology Integration, Multi-Tiered Systems of Support, and Iowa Core.

Key Initiative #1: Positive Behavioral Interventions and Supports (PBIS):

Provides a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success. This program will be implemented in 2015-16 school year.

Over the past year (2014-15) the district has provided training through Heartland AEA to the District Leadership team consisting of 9 members, which includes 2- administrators, 2 AEA Representatives, and 5 teachers.

TLC Connections & Supports

The District Leadership Team will provide further support and resources and collaborate to teachers as they implement PBIS. The District Leadership Team will also facilitate efforts to research best-practices and locate learning tools including assessments, technology, and resources with the goal of strengthening PBIS.

Key Initiative #2: Technology Integration:

The Exira-Elk Horn-Kimballton School District has invested heavily in appropriate technology, technicians, and professional development in order to facilitate learning in the 21st century skills. The school district will be a one-on-one school district grades 2nd-12th in the year 2015-16, and we are continually working to provide technological experiences PK-1. The Professional Development Coordinator will be expected to offered continued support to teachers as they implement technology.

TLC Connections & Supports

The Professional Development Coordinator will ensure technology integration is specific to the needs of learners at various levels of academic development. They will provide in-class support, co-teaching, professional development, and collect and analyze data related to technology integration. District Leadership Team will support the use of technology through providing model lessons and support to colleagues.

Key Initiative #3: Multi-Tiered Systems of Supports (MTSS):

Exira-Elk Korn-Kimballton School District is in the process of implementing MTSS district-wide. MTSS is a decision-making framework of evidence based practices in instruction and assessment that addresses the academic needs of all students in general education. At the PK-5 level, the main focus is in literacy with the utilization of the FAST screening and progress monitoring system. The Middle School and High School both support struggling learners through the MTSS process in literacy, math and behavior. The middle school is currently using DIBELS as a screening and progress monitoring tool. Screening and progress monitoring for math and high school literacy are currently being developed.

TLC Connections & Supports

District Leadership Team and the Professional Development Coordinator will provide further support and resources to teachers as they implement MTSS, as well as help teachers improve skills through collaboration. The Professional Development Coordinator will also facilitate efforts to research best-practices and locate learning tools including assessments, technology, and resources with the goal of strengthening MTSS.

Key Initiative #4: Iowa Core Alignment:

Exira-Elk Horn-Kimballton School District is continuing to study the Iowa Core standards through planned lesson planning sessions using the website, www.PlanbookEDU.org.

TLC Connections & Supports

The Iowa Core Curriculum is the foundation of all instruction in the Exira-Elk Horn-Kimballton School District, and it defines the essential learning outcomes for our students. It is our responsibility as a district to guarantee access to the Iowa Core Curriculum for all students. The newly created role of the Professional Development Coordinator will enhance our ongoing efforts to enact the Iowa Core and will have an understanding of research-based strategies and the "big-picture" perspective of grade level and department concerns as well as formative assessments. This information will help us determine if the intended curriculum matches the enacted and the assessed curricula.

Structure #1: School Improvement Advisory Committee (SIAC)

SIAC is a community-based group whose membership includes community members, parents, students, teachers and school administration. SIAC's focus in on student achievement and school climate. They make suggestions to the School Board bi-annually.

TLC Connections & Supports

A District Leadership Team member will serve on the SIAC as a link between school and community. These positions will assist the curriculum development and administration in planning and facilitating SIAC meetings.

Structure #2: District Leadership

District Leadership Team is a district-level team that sets district goals, addresses school improvement issues, links to SIAC, monitors the district Iowa Core Plan and develops annual professional development plans. This District Leadership Team is comprised of a cross-section of teachers and administration from all buildings and academic levels.

TLC Connections & Supports

Exira-Elk Horn-Kimballton's current initiatives, connections, and supports, working in tandem with the proposed TLC structure, will strengthen the district's impact on student achievement and will provide additional support to both teachers and students.

Using Part 4 application narrative from previous submission? **No**

Part 4 - Describe how the TLC plan will utilize teacher leaders and the additional funding to improve entry into the teaching profession for new teachers. Include in your response an analysis of the effectiveness of the current induction and mentoring program and the evidence you used to make this determination, areas of improvement needed in the current program and how your TLC plan will address these gaps. (5,000 characters maximum)

Exira-Elk Horn-Kimballton Community School District is in its second year of participating with Heartland AEA and their teacher/mentoring program, with all training materials and formal meetings provided by the Heartland AEA staff. Year 1 is titled Building Capacity-Beginning Teachers and Year 2 is titled Instruction for All Students. During the 2016-17 school year, TLC Mentors and the District Leadership will gather data about the effectiveness of the program for new educators. If it is determined that the AEA program does not meet the needs of beginning educators in our district, a new mentor program will be developed and adopted.

Current Exira-Elk Horn-Kimballton Community School District Mentoring/Induction Program:

All Beginning Educators (BEs) in their first two years of teaching participate in a state- mandated Mentoring/Induction (M/I) program. The purpose of the program is to support the personal and professional growth of BEs with training based on Iowa's eight Teaching Standards. Exira-Elk Horn-Kimballton building principals select mentors from their buildings who have completed or are in the process of completing two years of mentor training and match them with BEs.

First-year mentees attend seven two-hour sessions of training during the year. Second-year mentees attend an additional six two and a half-hour sessions of training in collaboration with their mentors. In addition to informally supporting the BEs and orienting them to their building culture, mentors meet with BEs on a regular schedule (weekly or bi-weekly) to address any questions or concerns the BE may have and to work through a series of learning projects that are tied to the state teaching standards. Mentors provide support and advice, but do not evaluate BEs' instruction, acting as a "guide on the side" to their BEs. At the end of each semester, mentors submit a log of contact dates and a brief description of topics and activities covered. The logs are submitted to the district Mentoring Coordinator to document mentor and BE participation. Mentors and the Coordinator are paid a \$500 stipend at the end of each semester that they are working with a BE. Duties of the Coordinator include maintaining a list of matched mentors and BEs (including mentors who are not currently assigned to a BE), submitting information for district reports, registering all participants for the required training and arranging transportation, reporting to the school board, acting as a liaison between Heartland AEA staff and the local district, and serving as a sounding board for both mentors and BEs. Currently, the elementary principal serves as the coordinator.

Fit Between Exira-Elk Horn-Kimballton Mentoring Needs and TLC:

Currently, Exira-Elk Horn-Kimballton has seven trained mentors of which five are working with first and second year BE's. Surveys were given to current mentees (first and second year), current mentors, and current educators that had completed the mentor/mentee trainings in the last five years. This survey revealed the current program was not meeting the needs of BE's in the Exira-Elk Horn-Kimballton School District. The results indicated that 45% of those surveyed felt our current program offered through the AEA was ineffective in helping them to be successful in the classroom. In order to make a more effective program, changes need to take place. Data indicated the need for more collaboration time with mentors and mentees to discuss questions and concerns about classroom management, researched based instructional strategies, and school procedures. These changes will improve the effectiveness of the mentor/mentee program resulting in a more positive experience while working towards are district's goals. In addition, TLC funding will enable BE's time to observe effective classroom teaching strategies and techniques within or outside the district with approval from administration. These opportunities will provide BE's with a plethora of observable strategies that can be used to positively impact their classroom and district. Mentors will be given increased time to spend with BE's to address district goals and how these goals are being achieved. Mentors will receive a frequent feedback from the BE's which will be used to make instructional decisions to improve the mentor/mentee program which will enhance classroom success.

Narrative

Using Part 5 application narrative from previous submission? **No**

Part 5 - Describe each of the proposed teacher leadership roles in your plan. (10,000 characters maximum)

Please include the following information in your narrative:

a) A description of the responsibilities and duties for each new leadership role as well as the percentage of time each role will spend engaged in student instruction and the percentage of time each role will spend performing teacher leader duties.

b) A description of how each of the new roles fit together, as well as with any existing teacher leadership roles, to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement throughout the district.

A)

The Exira-Elk Horn-Kimballton Community School District has created a teacher leadership model which matches differentiated roles to the district’s mission to improve instruction and student learning.

1. Attract, develop, and retain educators, maintaining Exira-Elk Horn-Kimballton’s high level of expectation for quality education.
2. To enhance Exira-Elk Horn-Kimballton’s professional learning and leadership opportunities for teachers to ensure that 25% of Exira-Elk Horn-Kimballton teaching staff are in teacher leadership roles.
3. Increase collaborative learning opportunities for teachers, utilizing curriculum teams and TLC personnel.
4. Increase student achievement by strengthening instruction in each classroom to ensure progress towards meeting district, building and grade level student achievement goals. This could be done with the inclusion of demonstration lessons in all content areas, more project based learning in and across content areas. Professional Development in the area of instruction and instructional strategies to enhance lessons and student engagement.

The roles created places over 11 teachers into leadership roles, making up 25% of the district’s educators. The roles are listed below outlining basics for each role, followed by specific duties and responsibilities for each position.

	Monetary Compensation Beyond Contract	Number of TLC Positions	Work Days Beyond Contract	% out of Classroom	TLC Expense per Role
Mentor	\$1000	4	20 hours	0%	\$4000
District Leadership Team	\$2,000	6	40 hours	0%	\$14,000
Professional Development Coordinator	\$0	1	48 hours	100%	\$40,000- \$45,000

TLC Roles with Responsibilities and Duties

Mentor:

- Serve as a mentor to new teachers, using the district’s mentoring program
- Work with other Mentors, the District Leadership Team, and Professional Development Coordinator during the first year of TLC implementation to determine if the current program meets all the needs of the district. If gaps are identified, mentors will assist in the identification of an alternate program and/or develop a mentor program specific to Exira-Elk Horn-Kimballton CSD.
- Support new teachers in the development and implementation of Individualized Career Development Plans.
- Partner with the District Leadership Team and Professional Development Coordinator to analyze and share assessment data and personnel data that will help in the implementation of a rigorous mentoring program.
- Coordinate with mentee to complete mentor/mentee logs.

District Leadership Team (DLT/TQ/TLC):

- Partner with principals/superintendent and Mentors to maintain Exira-Elk Horn-Kimballton CSD district goals.
- Facilitate, coordinate, and supervise the district mentors to new teachers.
- Establish a professional development plan for mentors that will enable them to build mentoring skills and ensure a strong mentoring program.
- Work collaboratively with the Professional Development Coordinator to facilitate and plan supports that apply best practices, educational innovations, and Iowa Core/National Standards to improve instruction.
- Participate in leadership and content-specific professional development training as needed.
- Lead program evaluation of the TLC grant, which includes the collection of all documentation and data related to TLC program.
- Serve as a liaison to promote and support the TLC vision and goals to all Exira-Elk Horn-Kimballton stakeholders.
- Attend, observe, and provide feedback to other teacher leaders in professional development procedures, coaching skills, and instructional best practices.
- Assist educators in making data-driven instructional decisions.
- Evaluate the professional development plan utilizing teacher surveys and any other method the team deems

appropriate

Professional Development Coordinator (with Emphasis in Technology Integration):

- Works cooperatively with the Technology Committee to support the technology needs of the district.
- Assists with developing and implementing the district's professional development and technology plan.
- Stays informed on the latest research, trends, national standards, and developments in education and educational technology.
- Assists classroom teacher with implementing instructional strategies and technology integration into the core curriculum.
- Provides professional development opportunities for staff to assist them with implementing instructional strategies and technology integration into their classrooms and curriculum.
- Collaborates with teachers in composing effective technology-infused, content-based lessons, and supports the teachers as they implement the lessons in their classrooms.
- Promotes model, high-quality instructional practices and the role of technology in them.
- Provides assistance and training to instructional staff in the integration of technology and instructional strategies to support student achievement.

B)

Strengthening Instruction and Student Achievement:

The plan incorporates the TLC roles into the current administrative and building/district leadership team that oversee growth and achievement for learners in the Exira-Elk Horn-Kimballton CSD. The District Leadership Team in collaboration with the district administration and Professional Development Coordinator, will ensure that the curriculum is aligned with Iowa Core/National Standards. The District Leadership Team and Professional Development Coordinator will also blend best practices in the classroom with district and building initiatives to provide exemplar tasks and instruction for other educators. The District Leadership Team, Mentors and Professional Development Coordinator will to support peers and promote student achievement through instruction. The District Leadership Team and administration will analyze all data points documented in the plan to determine if the measures are appropriate for meeting the district and TLC goals of improving student achievement. Mentors will help train and retain new educators to the Exira-Elk Horn-Kimballton system.

Using Part 6 application narrative from previous submission? **No**

Part 6 - Describe how teacher leaders will be selected. (5,000 characters maximum)

Please include descriptions of how the district will determine and evaluate the following in selecting teacher leaders:

a) Prior demonstrated measures of effectiveness.

b) Prior demonstrated professional growth.

Exira - Elk Horn - Kimballton CSD will have 11 teacher leadership positions for the 2016/17 school year, including: 4 Mentor Teachers, 6 members of the District Leadership Team, and 1 Professional Development Coordinator. Referring to the Teacher Leader Model Standards developed by the Teacher Leadership Exploratory Consortium; our steering committee adopted six qualities for leadership:

1. Work with adult learners and foster a collaborative culture to support educator development and student learning.
2. Work collaboratively with others to facilitate improvements in instruction and student learning.
3. Demonstrate knowledge of content and pedagogy and the ability to combine outcomes, core-friendly teaching strategies, and assessments into excellent units of instruction.
4. Promote professional learning for continuous improvement.
5. Communicate effectively within the school and in outreach and collaboration with families and the community.
6. Promote the use of assessments and data for school and district improvement.

The application process for Mentors, includes a three step process outlined below. Mentors will be hired and reviewed annually.

Application Process:

1. Attend an informational meeting over viewing position expectations and the application process.
2. Fill out an electronic application describing:
 1. Areas of involvement in building/district leadership
 2. Professional development activities and demonstrated professional growth
 3. Methods for building trusting relationships and fostering collaboration among co-workers
 4. Demonstrated success creating and implementing achievable goals to strengthen instruction and increase student achievement.
1. Interview: The selection committee will interview all applicants. During this interview candidates will be asked to articulate how they meet each quality of leadership and their qualifications in successfully carrying out the performance responsibilities of a mentor.

The application process for District Leadership Team members includes three steps, outlined below. District Leadership Team Members will be hired and reviewed annually. Teachers must have taught at least one year in the district and have a minimum of 3 years of teaching experience to be eligible for a teacher leadership role. Eligible teachers from all district buildings and grade levels may apply. A teacher who completes the time period of assignment to a leadership role may apply for assignment in a new leadership role or for reassignment to that role.

Application Process:

1. Attend an informational meeting over viewing position expectations and the application process.
2. Fill out an electronic application describing:
 1. Areas of involvement in building/district leadership
 2. Professional development activities and demonstrated professional growth
 3. Methods for building trusting relationships and fostering collaboration among co-workers
 4. Demonstrated success creating and implementing achievable goals to strengthen instruction and increase student achievement.
1. District Leadership Team applications will be screened by the current District Leadership Team and the selection committee, who will in turn recommend the best candidates to the superintendent.

The application process for Professional Development Coordinator will be hired and reviewed annually. This position needs to meet the qualifications outlined in the Professional Development Coordinator Job Description. This position may be filled with qualified in-house resources, or outside candidates depending on qualifications. This position will be posted on teachiowa.gov web site and other state wide recruiting mechanisms. The Professional Development Coordinator is a full time position, length in this position will be determined through a satisfactory evaluation process of both the candidate and the position itself.

Application Process:

1. Normal application protocol for the hiring of a new candidate will be followed, including application letter, resume, references, and credentials.
2. Interview: The selection committee will interview all qualified applicants. During this interview candidates will be asked to articulate how they meet each quality of leadership and performance responsibilities outlined in the

Professional Development Coordinator job description.

Selection Committee:

Members of the Selection Committee will be nominated by the District Leadership Team and appointed by the superintendent. The selection committee will be composed of 3 administrators and 2 teachers. If a teacher decides to apply for a leadership position, they'll be excused & a replacement will be found. Confidentiality will be maintained throughout the selection process.

The selection committee will develop a rubric relevant to the position with which to evaluate candidates. This rubric will reflect the selected 6 qualities for leadership, applicants' prior demonstrated effectiveness and professional growth, along with their ability to successfully fulfill job responsibilities. This rubric will be made available to all teachers in the district.

After full consideration of all applicants, if no applicant is qualified to fill a particular leadership position, the recommendation will be to leave the position unfilled. The school board will hire teachers to fill leadership positions based on the superintendent's recommendation. Due to privacy issues, no teacher will be required to provide information that violates privacy such as evaluation documents or student data changes from their own classroom. However, they may provide them if they choose.

Professional Growth and Annual Review:

The annual review of assignment for all Teacher Leadership positions will include three data sets:

- Peer feedback on the effectiveness of teacher's performance of leadership role
- Administrative review
- Self-review specific to the teacher's leadership role

A teacher who completes the time period of assignment in a leadership role may apply for assignment in a new leadership role, or for reassignment to that role.

Narrative

Using Part 7 application narrative from previous submission? **No**

Part 7 - Describe how the TLC plan will utilize teacher leaders to improve the districts current professional development program. (5,000 characters maximum)

Please include the following information in your narrative:

- a) A description of the role teacher leaders will play in the creation and delivery of professional development.
- b) A description of how the districts TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).

Click here To access the Iowa Professional Development Model page.

Teacher Leader Roles in the Creation and Delivery of Professional Development (Professional Development)

The Exira-Elk Horn-Kimballton Community School District is invested in professional learning through the use of collaborative teams. Educators engage in PD, which focuses on:

- 1) Positive Behavioral Interventions and Supports (PBIS)**
- 2) Multi-Tiered System of Support (MTSS)**
- 3) Integration of Technology.**

Traditionally, the Exira-Elk Horn-Kimballton District Leadership Team has been responsible for planning & selecting professional development content, analyzing data pertinent to planning & implementation, & overseeing the delivery of professional development. The Iowa Professional Development Model (IPDM) is the structure for how & why professional development is developed, with multiple data points collected & analyzed to guide the professional development decisions. The Professional Development Coordinator will continue the strong professional development systems already in place, while also gaining leadership experience, providing for district/building professional development.

IPDM Elements Aligned to Exira-Elk Horn-Kimballton TLC Roles

Element 1: Data Analysis:

The Mentors will use formative data such as Mentor/Mentee logs, feedback, and survey information to suggest professional development needs for new teachers. The Professional Development Coordinator and the District Leadership Team will supervise, collect, and analyze data pertinent to professional development, when and what professional development will be delivered, and the analysis of each data set.

Element 2: Goal Setting:

Mentors will work with the District Leadership Team, the Professional Development Coordinator, and administration to determine goals for the Mentor program to impact Beginning Educators in the Exira-Elk Horn-Kimballton CSD. In addition, the Mentor, District Leadership Team and Professional Development Coordinator will examine the current program to develop goals to support our current Mentor/Mentee Plan. The District Leadership Team will work closely with administration & all TLC roles to help determine program goals for each TLC area and the overall TLC direction.

Element 3: Selecting Content:

The Professional Development Coordinator, along with the District Leadership Team, will seek feedback from Mentors in regards to specific professional development needs of new teachers. The Professional Development Coordinator will work collectively with district administration to examine the data and goals to select evidence-based professional development. The professional development will align with current district/building initiatives -- addressing student achievement gaps, instructional support, and integration of technology.

Element 4: Design Professional Development:

The Professional Development Coordinator and District Leadership Team will seek feedback from Mentors in regards to specific professional development needs of new teachers. The Professional Development Coordinator's research and skill set will be utilized when determining the format for professional development, time allotted for professional development, and educator collaboration. Professional development design include considerations for theory, demonstration, and practice, with implementation methodology planned for each professional development initiative. Formative data will determine if any adjustments need to be made to strengthen the professional development design.

Element 5: Training/Learning Opportunities:

District Leadership Team and the Professional Development Coordinator will support staff in developing a curriculum that will result in long-lasting instructional change and lead to increased student achievement. Using the AEA as a resource, the District Leadership Team, the Professional Development Coordinator, and Administration will use data to design the process for improving instruction. Mentors will focus on supporting their mentees within this curriculum development process.

Element 6: Collaboration/ Implementation:

The Professional Development Coordinator and District Leadership Team will practice and engage in collaboration while providing fellow educators with opportunities to develop and improve instructional strategies, explore new strategies, and implement professional development learning into their instruction. Mentors will focus on collaborating with their mentees to improve instructional strategies.

Element 7: Ongoing Data Collection:

The Professional Development Coordinator will use current tools available to collect professional development data, examine new collection methods, and select organizational processes for collecting data. Data will determine the fidelity of the professional development, the implementation of professional development and the impact of professional development on student achievement and educator instruction. Collection and analysis of the data will occur throughout the year in order to continually evaluate professional development/TLC efficacy. Mentors will focus on data collection regarding the implementation of professional development learning for mentee teachers and continue to provide feedback to District Leadership Team and the Professional Development Coordinator.

Element 8: Evaluation of Program:

All District Leadership, the Professional Development Coordinator and Mentors will use formative and summative data to evaluate the TLC program. Student achievement data, professional development implementation data, and any other pertinent data points will be utilized to complete a program evaluation and determine success.

Data is effective when collected, shared, & acted upon. Transparency during the data-driven decision-making process is paramount in the Exira-Elk Horn-Kimballton school system. Administration and current leadership teams consistently share data with the staff to include them in making decisions that impact their work. Following the IPDM cycle with fidelity is a natural part of doing business in Exira-Elk Horn-Kimballton, while keeping improved student achievement at the forefront.

Using Part 8 application narrative from previous submission? **No**

Part 8 - Given the state and school district goals, please provide the following information: (5,000 characters maximum)

a) A description of how the district will determine the impact/effectiveness of the TLC plan, including short-term and the long-term measures.

b) A description of how the district will monitor and adjust the TLC plan based on the results of these measures.

The Exira-Elk Horn-Kimballton School District has established four goals for the Teacher Leadership and Compensation system. Listed below are the measures that will be used to determine the impact and effectiveness of each goal along with plans for corrective action if the goal is not being met.

Goal #1: Attract, develop, and retain educators maintaining Exira-Elk Horn-Kimballton's high level of expectation for quality education.

Measures to Monitor Impact and Effectiveness:

- Collect and monitor the data concerning new hires, retention, & rationale for leaving Exira-Elk Horn-Kimballton.
- Survey Beginning Educators (BEs) and new hires at the end of each semester during their first and second year to determine the job satisfaction & effectiveness of mentoring.
- Collect Mentor/BE logs for qualitative data about the Exira-Elk Horn-Kimballton's Mentor program.
- Monitor educator turn-over to find trends about retention.
- Examine effectiveness of the current mentoring program and determine if a new program should be designed and implemented the following year (2016-17).
- Collect and analyze exit surveys to determine why educators leave the district.

Adjustments to TLC Plan Based on Data Points:

New staff interviews and mentor/mentee logs, along with survey data, will be reviewed by administration and the District Leadership to determine retention numbers. Exira-EHK's goal is to raise retention rate for new teachers to meet or exceed the state average (92.5%). If year-end data from mentors & mentees indicate that the current program is not effective, the Mentors & District Leadership will begin exploring and designing a Mentor/Mentee program to be in place by Fall 2017-18.

Goal #2: To enhance Exira-Elk Horn-Kimballton's professional learning and leadership opportunities for teachers to ensure that 25% of the teaching staff are in teacher leadership roles.

Measures to Monitor Impact and Effectiveness:

- Collect trend data the number of educators in teacher leader roles, retention of those educators, and application to renew those roles.
- TLC self-evaluation of roles and achievement of individual goals.
- TLC Educator Survey to determine efficacy of TLC roles and impact of TLC.
- Evaluations for each TLC position directly aligned to their roles and responsibilities.

Adjustments to TLC Plan Based on Data Points:

The District Leadership & administration will consider the measures of effectiveness listed for Goal #2 to determine if there are elements that are not being met. Those considerations will be given to the District Leadership to reconsider and modify.

Goal #3: Increase collaborative learning opportunities for teachers, utilizing curriculum and professional development teams and TLC personnel.

- Examine curriculum for alignment with Iowa Core/National Standards with Planbookedu in collaborative teams to identify opportunities to increase student achievement and identify any district wide gaps.
- Collect collaboration team logs and teacher leader logs to calculate collaborative time and compile types of work accomplished.

Adjustments to TLC Plan Based on Data Points:

District Leadership & Administration will monitor the data from each point to determine if the goal of increased collaboration time and learning has been met. Leadership will make adjustments to the plan increasing interaction expectations if goal objectives are not being met.

Goal #4: Increase student achievement by strengthening instruction in each classroom to ensure progress towards meeting district, building and grade level student achievement goals. This could be done with the inclusion of demonstration lessons in all content areas, more project based learning in and across content areas. Professional Development in the area of instruction and instructional strategies to enhance lessons & student engagement.

Measures to Monitor Impact and Effectiveness:

- Analyze Iowa Assessment for annual achievement and growth data, also for trend data for individuals, grade levels, building, subgroups, and district.
- Use FAST data to identify students who have not reached proficiency, implement interventions to increase

proficiency, and document progress monitoring.

- Collect and analyze ACT/SAT data including trends in number of students taking the test, average scores, and comparison to state data.
- Collect and analyze Planbookedu data to determine curriculum alignment.
- Analyze data from SWIS to assess the trends of student behaviors and its impact upon student achievement.

Adjustments to TLC Plan Based on Data Points:

Exira-Elk Horn-Kimballton educators collect student achievement data throughout the year to help make decisions about curriculum and assessment and evaluate progress monitoring and interventions -- adjusting professional development content and delivery when indicated. The District Leadership will ensure that the TLC goals match district goals and objectives.

The annual performance evaluations of the TLC plan and pertinent data will measure the teacher leaders' growth and impact on peers and achievement of assigned goals and responsibilities. Those evaluations combined with feedback from surveys, conversations, and meetings with stakeholders will help the administration, and District Leadership measure the impact and efficacy of the teacher leadership program at Exira-Elk Horn-Kimballton.

Using Part 9 application narrative from previous submission? **No**

Part 9 - Describe the school district's capacity to implement the TLC plan. Cite an example or examples of the successful implementation of a past district initiative or initiatives. Include how the TLC plan will move into the future systemically as a part of the districts school improvement efforts including descriptions of the roles and responsibilities of district personnel responsible for ensuring the success of the plan. (5,000 characters maximum)

Building Capacity for Teacher Leaders:

Exira-Elk Horn-Kimballton has a culture of inquiry and collaboration, as evidenced through our professional development partnership with Heartland AEA. Exira-Elk Horn-Kimballton is proud of its culture and has embraced an organizational structure that values shared leadership, meaningful collaboration, and professional inquiry. In Exira-Elk Horn-Kimballton, the District Leadership Team works alongside other teachers and school administrators realizing our goal that “all stakeholders will serve a vital role in preparing responsible, respectful, and productive citizens for living in the 21st century.”

Future School Improvement Efforts:

Exira-Elk Horn-Kimballton sees our proposed TLC plan as an opportunity to improve our current system. As a district we are always striving to get better. During the 2014-2015 school year our middle school was on the Department of Education’s “School In Need Of Assistance” watch list. Additionally, our goals include increasing student proficiency in reading, math and science (current proficiency levels are 81%, 79% and 80%, respectively). As a district we believe strongly that improved instruction leads to improved student achievement. Therefore we are committed to continually honoring our TLC program through ongoing & annual evaluations. Evaluation results & corresponding changes will be shared with stakeholders including teachers, School Improvement Advisory Committee (SIAC), and School Board. The proposed TLC plan aligns with district improvement goals and supports a commitment made by the school board, to commit resources in a manner that reflects a collaborative culture as a priority. Exira-Elk Horn-Kimballton feels confident in our ability to implement this program based on the success of past initiatives the district was able to implement and revise, ensuring effectiveness. For example, as a part of our school improvement process in 2013-2014, the elementary school committed to Multi-tiered Systems of Support (MTSS). The middle school is in multiple stages of implementing a Multi-tiered Systems of Support. In the 2016-2017, Middle & High schools are anticipating full implementation of a MTSS Plan during the 2016-2017 school year.

Stakeholder Support:

Exira-Elk Horn-Kimballton has engaged in an inclusive and transparent development process for our TLC program. Teachers offered feedback on multiple surveys and in multiple meetings, allowing the TLC Committee to craft a plan representative of the district’s values. Input was sought out from the school board & the Student Improvement Advisory Committee (SIAC). Due to the value placed on actively building a positive culture for teacher leadership, we have a significant amount of support from all stakeholders including parents, teachers, administrators, and the school board.

Professional Development for District Leadership Members:

District Leadership Team members will require ongoing training and support to effectively implement and sustain our TLC program. Exira-Elk Horn-Kimballton will utilize internal & external resources to create meaningful PD opportunities. PD will be differentiated, including research-based models of effective coaching, collaboration, & data-driven leadership. Professional development for District Leadership Team members may include some of the following training & learning opportunities:

- Peer collaboration & feedback
- The Iowa Core
- Characteristics of Effective Instruction
- Iowa’s RTI-MTSS framework
- Data Analysis Protocols
- Exemplary mentoring & induction practices
- Curriculum and assessment design & implementation

Key Personnel Decision Makers Responsibilities:**TLC Committee**

- Support implementation of the TLC program

Selection Committee

- Establishes the rubric used to evaluate candidates for District Leadership and Mentor positions, shares the rubric with all teachers.
- Accepts & reviews applications, interviews candidates, and makes hiring recommendations to the superintendent.

District Leadership

- Performs established job duties & fulfills responsibilities
 - Participates in the ongoing and annual evaluations of the TLC program
- Building Principals**
- Coordinate the District Leadership & Mentor application & hiring process
 - Provide support for District Leadership & Mentors
 - Evaluate all District Leadership and Mentors
 - Participate in the evaluation of the TLC program
 - Assign Mentors to all new teachers
- Superintendent**
- Receive recommendations from the selection committee for appointments of District Leadership and Mentors
 - Receive recommendations from District Leadership and Mentors to monitor or adjust the district TLC plan
 - Ensure transparent communication between the district and the Board of Education regarding the TLC program
 - Monitor and supervise the use of the TLC funds

Assurances

Please check each of the boxes below. Your plan will not be considered for approval unless each of the boxes are checked, indicating your agreement to meet these requirements.

Minimum Salary The school district will have a minimum salary of \$33,500 for all full-time teachers. **Yes**

Selection Committee The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district. **Yes**

Teacher Leader Percentage The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels. **Yes**

Teacher Compensation A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the districts TLC plan. **Yes**

Applicability the framework or comparable system shall be applicable to teachers in every attendance center operated by the school district. **Yes**

Part 10 - Budget Items

	Amount Budgeted
Use of TLC Funds	
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$18,000.00

Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).	\$45,000.00
Amount used to provide professional development related to the leadership pathways.	\$40,000.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$24,000.00
Totals	\$127,000.00

Grant Allocation

Enter the district enrollment as reported on Line 7 of the 2014 Certified Enrollment Report. Actual funding will be based on the 2016 CE once it is approved by the SBRC. An amended budget will be submitted if the application is approved.

To enter the district's certified enrollment number, select "Edit" at the top of the screen. Once the enrollment field is completed, select "Save" to view the Grant Allocation. Then enter the Budget Items and Other Budget Uses in the space provided.

Certified Enrollment Number	414.0
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.</i>	
District Enrollment-Based Allocation	\$129,449.52
Total Allocation	\$129,449.52

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$127,000.00
<i>If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.</i>	
Remaining Allocation to be Budgeted	\$2,449.52

Budget Alignment

Using Part 10 application narrative from previous application? **No**

Describe how the TLC budget is aligned to the school districts goals for the proposed TLC system. The budget narrative should make clear connections between costs, roles and goals. (5,000 characters maximum)

At Exira-Elk Horn-Kimballton Community Schools, Teacher Leadership and Compensation (TLC) will assist in the transition from a system with limited teacher leadership to a highly organized system designed to impact teacher and student learning.

Exira-Elk Horn-Kimballton’s vision for TLC is to *Advance student learning through collaborative educator leadership that supports our community of learners through the Teacher Leadership and Compensation grant*. To make this vision a reality, Exira-Elk Horn-Kimballton Teacher Leadership Committee has created the following budget:

Total Estimated Allocation: \$127,000

Proposed TLC Budget includes annual salaries plus all fixed costs

	Monetary Compensation Beyond Contract	Number of TLC Positions	Work Days Beyond Contract	% out of Classroom	TLC Expense per Role
Mentor	\$1000	4	20 hours	0%	\$4000
District Leadership Team	\$2,000	7	40 hours	0%	\$14,000
Professional Development Coordinator	\$0	1	48 hours	100%	\$40,000-\$45,000

BUDGET NARRATIVE

TLC Goal #1 - Attract, develop, and retain educators maintaining Exira-Elk Horn-Kimballton’s high level of expectation for quality education.

Mentor: Budget: \$4,000

The district will provide Mentors an annual stipend of \$1,000 (4 Mentors) and an additional 20 hours above their annual contract to be utilized before/after/during the school day to work with first and second year teachers. These Mentors will work with mentees, providing professional development aligned to individual needs. Mentors who may be assigned more than one mentee will also receive an additional \$1,000 added to their annual stipend.

TLC Goal #2 - To enhance Exira-Elk Horn-Kimballton’s professional learning and leadership opportunities for teachers to ensure that at minimum 25% of Exira-Elk Horn-Kimballton teaching staff are in teacher leadership roles.

District Leadership: Budget: \$14,000

District Leadership, in collaboration with the administration, will be responsible for implementing, supporting, and evaluating the TLC plan. The District Leadership will consist of seven members from the district who will receive a stipend of \$2,000 a year for their additional 40 hours.

TLC Goal #3 -Increase learning opportunities for teachers utilizing curriculum, collaborative professional development, and District Leadership and Mentors -- providing time and resources for educators to align instruction to district goals.

TLC Goal #4 - Increase student achievement by strengthening instruction in each classroom to ensure progress towards meeting district, building and grade level student achievement goals. This could be done with the inclusion of demonstration lessons in all content areas, more project based learning in and across content areas. Professional Development in the area of instruction and instructional strategies to enhance lessons and student engagement.

Professional Development Coordinator (with Emphasis in Technology Integration): Salary of \$45,000

- Works cooperatively with the Technology Committee to support the technology needs of the district
- Assists with developing and implementing the district’s professional development and technology plan
- Stays informed on the latest research, trends, national standards, and developments in education and educational technology
- Assists classroom teacher with implementing instructional strategies and technology integration into the core curriculum
- Provides professional development opportunities for staff to assist them with implementing instructional strategies and technology integration into their classrooms and curriculum
- Collaborates with teachers in composing effective technology-infused, content-based lessons, and supports the

teachers as they implement the lessons in their classrooms

- Promotes model, high-quality instructional practices and the role of technology in them
- Provides assistance and training to instructional staff in the integration of technology and instructional strategies to support student achievement

Professional Development: Budget: \$40,000

Research regarding teacher leadership initiatives have demonstrated that professional development is critical. The proposed TLC plan for the Exira-Elk Horn-Kimballton School District will ensure that all teachers have the skills to coach all educators. The amount budgeted for professional development will be utilized to provide training for personnel, provide allowance for travel to professional development opportunities focusing on the goals of the TLC initiative, and will provide for substitute teachers when warranted.

Exira-Elk Horn-Kimballton School District has utilized general funds, Iowa Core funding, and Teacher Quality PD funds to assure teachers have opportunities to continue their personal professional learning. Funding from these sources will continue to be utilized throughout the implementation of the teacher leadership system. Additional funding will be used to provide necessary professional development, payment of substitute teachers, materials, and resources. The district will continue to use general and other categorical funding to assure teachers are able to attend professional development opportunities, collaborate with one another, and observe each other's instruction.

Carry Over: \$24,000

This money will be used to support the District Leadership Team meetings to evaluate, modify, and plan for year two after reviewing the data from year one. The money will also be used to support any new Mentors/Mentees, that would be hired during the second year of the TLC plan. Money will also be used if the District Leadership Team decided to add another position to the team.

All of TLC allotted monies, through the positions and programs described above, will assist in meeting the goal of increasing student achievement.